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ABSTRACT

Project COPE, in its second year of funding, offered basic skills instruction, career development, and pre-occupational training to 343 students of limited English proficiency in grades 9 through 12 at three sites in New York City. The students varied in native language skills, proficiency in English, and overall academic preparedness. The project's main goal was to provide supportive services to limited English proficient students who were also limited in their ability to read and write in their native languages. The evaluation findings for the 1984-85 academic year include the results of student performance on standardized and teacher-made tests, an examination of program materials and records, site visits, and interviews with program personnel. Objectives were met in English language development and student attendance. Data on native language development arts were not provided and the objective could not be assessed. Staff turnover and conflicts with other duties, and lack of adequate space at one site, negatively affected the program's success. The objective for mathematics, science, and social studies was achieved only in the spring at one project site. (MW)

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PROJECT COPE

1984-1985

OEA Evaluation Report

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O.E.A. Evaluation Section Report

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Grant Number: G00-830-2147

PROJECT COPE

1984-1985

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Mr. Angelo Gatto

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A SUMMARY OF THE REPORT

Project COPE, in its second year of funding, provided basic skills instruction, career development, and pre-occupational training to 343 students of limited English proficiency (LEP) in grades nine through twelve at three sites: 151 Hispanics at John F. Kennedy High School; 127 Haitians at Prospect Heights High School; and 65 Italians at Christopher Columbus High School. The students varied in ability in the native language, proficiency in English, and overall academic preparedness.

The project was centrally administered by the project director who administers six other Title VII programs. Supervision of project staff (resource specialists and educational assistants) and implementation of day-to-day activities was done by a coordinator hired in May. The functioning of the project at each site seemed to have been influenced by the attitudes of the on-site staff, students' characteristics and needs, the support available from the central office, and the schools' attitudes toward the project and its students.

During its second year of operation, two of the sites continued to experience problems. At Christopher Columbus the project was forced to share its assigned space with another project. In addition, the COPE resource teacher was assigned responsibilities serving non-program students. As a result, her time for student recruitment, parent meetings, trips, and other program-related activities was curtailed.

At Prospect Heights, the program was overseen by three assistant principals (guidance, social studies, and English) but no one was directly responsible for its day-to-day functioning. In addition, there was no initial support from the central office. However, a new school principal is aware of the program's weaknesses, and his goal is to develop a true bilingual program to serve Haitian students. The resource teacher has had health problems which have diminished his ability to serve program students. In addition, the paraprofessional has not been assigned to classes, and his involvement with the program remains unclear.

John F. Kennedy is the only site that has made the program an integral part of the bilingual education department. However, in two years of operation, the project has had three different resource teachers. This has resulted in sporadic services to students over several months, while each new resource teacher has become sufficiently familiar with the project to implement its activities.

Project objectives were assessed in English language development (Criterion Referenced English Syntax Test [CREST]); growth in the native language (teacher-made examinations); mathematics, science, and social

studies (teacher-made examinations); and dropout rate (school and program records). Quantitative analysis of student achievement data indicates that:

--Program students mastered approximately 1.6 CREST objectives per month in the fall and 1.4 CREST objectives per month in the spring, thus meeting the proposed objective.

--The objective in native language achievement could not be assessed as proposed because adequate data were not provided. However, overall passing rates for native language arts courses in Spanish and Italian were high: 75 percent in Spanish and 88 percent in Italian.

--In content-area subjects, the data provided indicate that the objective was achieved only in the spring at Christopher Columbus where the passing rates for science and social studies were 76 and 79 percent, respectively.

--Program and school dropout rates were provided for two schools (Christopher Columbus and Prospect Heights). The program objective was achieved at Christopher Columbus but not at Prospect Heights. However, the dropout rate at this site was significantly lower than the general school dropout rate.

The following recommendations are aimed at improving the overall effectiveness of the program:

--informing personnel at all sites about available resources, such as funds for materials and educational trips;

--clarifying with each school the resource teachers' responsibilities and assignments in order to free them from teaching responsibilities which conflict with funding agreements;

--working with each school site to plan and offer bilingual content-area classes for program students as needed;

--including members of each school's administration in staff development activities to encourage interdisciplinary and interdepartmental cooperation and support;

--systematically incorporating career development within program activities and classes;

--providing the program at Christopher Columbus with a separate resource room for staff and students; and

--systematically documenting program activities, particularly at Prospect Heights High School.

ACKNOWLEDGEMENTS

The production of this report, as of all Office of Educational Assessment Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of regular staff and consultants. In addition to those whose names appear on the cover, Eulalia Cabrera has interpreted findings, integrated material into reports, and has written report summaries. Patricia Fitzpatrick has spent many hours creating, correcting, and maintaining data files. Finally, Joseph Rivera has worked intensively to produce, correct, duplicate, and disseminate reports. Without their able and faithful participation, the unit could not have handled such a large volume of work and still produced quality evaluation reports.

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PROJECT COPE
New York City Career Orientation and
Preparative Education Program

Central Office Location:	Office of High School Projects 1171 65th Street, Room 501 Brooklyn, New York 11219
Participating Schools:	Christopher Columbus High School 925 Astor Avenue Bronx, New York 10469 John F. Kennedy High School 99 Terrace View Avenue Bronx, New York 10463 Prospect Heights High School 883 Classon Avenue Brooklyn, New York 11225
Year of Operation:	1984-1985, first of a three-year funding cycle
Target Languages:	Italian/Neapolitan, Spanish, and Haitian Creole
Number of Students:	343 students
Project Director:	Angelo Gatto

I. OVERVIEW

Project COPE is in its second year of operation. The project proposed to provide basic skills, career development, and occupational training to students of limited English proficiency (LEP). Intensive instruction in English as a second language (E.S.L.), native language arts, and bilingual instruction in content areas and vocational subjects were to be offered to project students by each participating school.

The project is located at three high schols and serves a different language group at each site. The target population consists of 343 LEP

students: 151 Hispanics at John F. Kennedy High School; 127 Haitians at Prospect Heights High School; and 65 Italians at Christopher Columbus High School. The project director, who is located at a central office, administers six other Title VII projects. In May, 1985 a new coordinator was hired to oversee the program. (She also directs another multi-site project.) In June, the coordinator was becoming familiar with the project activities, staff, and school administrators. On-site staff members include a resource teacher and a paraprofessional at each school.

The implementation of the program seems to be influenced by the following factors: each school's philosophy of bilingual education and E.S.L. instruction; the school's organization, administration, and leadership; the attitude of the faculty toward the program; student characteristics and needs; and support from the central office.

II. STUDENT CHARACTERISTICS

The LEP students served by Project COPE are also limited in their ability to read and write in their native language. The two largest groups are Spanish-dominant students at John F. Kennedy (151 students) and Haitian-dominant students at Prospect Heights (127 students). The Italian-dominant students form a smaller group, although their number has increased from 50 students in 1983-84 to 65 students in 1984-85. According to the program staff, the low number of Italian students may not adequately reflect the number eligibile to receive project services, but rather is a result of administrative complications at the school. Table 1 presents the program students by site, native language, and country of birth.

Although the target students differ in native language, customs, and traditions, they share common problems. Most students' families are recent immigrants who left their homelands because of natural disasters or to better their economic situations. They tend to be of low socio-economic status, and many are functionally illiterate in their own languages. Very often, parents are ill-prepared, both culturally and academically, to assist their children with school work and cultural adjustment. In addition, parents often feel overprotective of their children because they themselves are still uncomfortable with the American way of life.

Students' diverse life histories and conditions of migration have resulted in great variation in native language literacy and educational

preparation. Many have suffered interrupted schooling or have experienced limited educational opportunities. Most of the Hispanic and Haitian students, especially those from rural areas in Puerto Rico and the Dominican Republic, have had minimal schooling. According to the assistant principal (A.P.) of foreign languages at John F. Kennedy, 60 percent of the project students are recent arrivals who need remedial work. Of the students served in 1984-85, 286 were new to the project in September. Most of these students were placed in the ninth and tenth grades (see Table 2).

As a result of their educational histories, students have received fewer years of schooling than their grade level and age would indicate. Overall, 68 percent of the students were overage for their grade level; 87 percent of the ninth graders were overage for their placement. The Haitian students at Prospect Heights had the highest overage rate of any site -- 87 percent (see Table 3). According to one A.P., these overage students need at least an extra six months to a year to fulfill graduation requirements.

PARTICIPANT SELECTION

All students are tested with the Language Assessment Battery (LAB) and the Criterion Referenced English Syntax Test (CREST); only those students scoring below the twenty-first percentile of the LAB are eligible for the program. Students are then interviewed by the project resource teacher in their native language. Samples of their reading and

TABLE 1

Number and Percent of Project Students by School, Native Language, and Country of Birth

School	Native Language	Country	Number	Percent
John F. Kennedy	Spanish	Dominican Republic	132	38
		Central and South America	9	3
		Puerto Rico	6	2
		United States	3	1
		Cuba	1	less than 1
Prospect Heights	Haitian Creole	Haiti	127	37
Christopher Columbus	Italian	Italy	53	15
		United States	12	3
TOTAL			343	100

- The Hispanic students formed the largest component of the project (44 percent). The majority of these Spanish-speaking students were from the Dominican Republic.
- The Haitian students composed the second largest group (37 percent).
- Twelve Italian speakers and three Spanish speakers were born in the United States.

TABLE 2

Time Spent in the Bilingual Project[a]

(As of June 1985)

Time Spent in Bilingual Program	Number of Students Grade 9	Grade 10	Grade 11	Grade 12	Total
<1 Academic Year	0	1	0	0	1
1 Academic Year	141	119	22	4	286
2 Academic Years	30	8	4	3	45
3 Academic Years	1	3	0	0	4
4 Academic Years	1	0	1	0	2
TOTAL	173	131	29	7	338[b]

[a]Rounded to the nearest year.

[b]Data missing for five students.

- Two hundred eighty-six students (85 percent) have been in the program for one year.
- Forty-five students (13 percent) have been in the program for two years.

TABLE 3

Number of Program Students by Age and Grade and Number and Percent Overage by School

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
14	1	1	1	0	3
15	21	18	1	0	40
16	52	44	5	1	102
17	43	31	9	1	84
18	26	23	3	5	57
19	12	11	4	1	28
20	14	3	2	0	19
21	0	1	0	0	1
24	0	0	1	1	2
TOTAL	169	132	26	9	336
Overage Program Students					
Number	147	69	10	2	227
Percent	87	52	38	22	68
Prospect Heights High School					
Number	91	13	1	0	106
Percent	90	41	33	0	87
Christopher Columbus High School					
Number	2	13	1	1	17
Percent	50	30	11	0	27
John F. Kennedy High School					
Number	54	43	7	0	104
Percent	84	61	50	0	69

Note. Shaded boxes indicate expected age range for grade.

- Sixty-eight percent of the project students were overage for their grade.
- The highest percentage of overage students occurred at Prospect Heights High School (87 percent).
- Christopher Columbus had only four students in grade nine.

writing skills are taken to determine literacy levels. The A.P. of foreign languages at John F. Kennedy also uses the students' last date of entry in the U.S. when evaluating students, because it is reportedly common for Hispanic students to travel frequently between the U.S. and their native countries.

As stated in last year's report, the project resource teacher at Christopher Columbus had developed an effective system to recruit students and to inform teachers, parents, and students about the advantages of bilingual education. Unfortunately, during the second project year, the resource teacher did not have enough time to provide these services. In addition to her Project COPE duties, she was involved in helping Cambodian students in another Title VII project at the school.

According to the new principal at Prospect Heights, placing program students in appropriate classes has been a problem. To remedy this, a bilingual coordinator was hired to do the LAB testing. He has developed a good working relationship with another bilingual program serving Haitian students and is in the process of developing guidelines to evaluate Haitian students' educational backgrounds for appropriate placement.

LANGUAGE PROFICIENCY

As stated, the project students differ both with regard to native language proficiency and the length of time needed to acquire and use language skills in English.

The Italian and Haitian students face additional problems. Most of the Italian students speak several distinct dialects. This not only makes it difficult for them to communicate with each other, but places them at a disadvantage in Italian native language arts classes taught in standard Italian.

Haitian students who have attended schools up to the tenth grade in their homeland were educated in French; those who did not, speak only Creole. Since native language arts classes are conducted in French at Prospects Heights, these Creole speakers are learning two new languages -- English and French.

Students also differ in their acquisition and use of English. It was reported that the Hispanic students need remedial work before they can be placed in the E.S.L. sequence. In addition, program staff reported that students are often hesitant to use English for fear of making mistakes.

An E.S.L. teacher at Prospect Heights commented that the Haitian students have a better command of verbs, nouns, and pronouns, but have difficulty in pronunciation. He described them as motivated and was proud of two Haitian students who were exempt from the E.S.L. sequence.

III. PROGRAM DESCRIPTION

PROGRAM GOALS AND OBJECTIVES

Project COPE's main goal is to provide supportive services to LEP students who are also limited in their ability to read and write in their native languages. The program intends to provide basic skills, career development, and occupational training.

The specific instructional and non-instructional objectives are discussed in the findings section of this report.

PHILOSOPHY

The project philosophy as stated by the staff, the assistant principals supervising the program, and the coordinator is to provide a setting in which LEP students can receive help in coping with their new environment. Within the three years of the project, the students are to receive intensive instruction in English and their native languages. In three years, the majority of the students are expected to develop basic skills in their native languages and score above the twentieth percentile on the English version of the LAB.

According to the project proposal, the program philosophy was to be implemented at each site through an individualized instructional approach to meet the needs of each student. Native language arts and content-area classes were to be taught by the schools' instructional staff in the students' native languages. This approach would lessen the difficulties the LEP students encounter if instruction were given in English only.

ORGANIZATION AND STAFFING

The centrally located director is responsible for overseeing the entire project. Because he is simultaneously involved with several other Title VII projects, a coordinator was hired in May to supervise the day-to-day activities of the project.

Three on-site resource specialists are responsible for the coordination of project activities at each school under the supervision of the assistant principals for foreign languages at John F. Kennedy and Christopher Columbus, and the assistant principals for guidance, social studies, and English at Prospect Heights.

The resource teachers counsel program students, develop and evaluate curriculum materials, organize educational and cultural experiences for students, and attempt to involve students' parents and commmunity members in the bilingual projects. The Italian-speaking resource teacher holds a graduate degree, and is fluent in several Italian dialects and in Spanish and Albanian. She has worked in previously funded Title VII projects and is very aware of the specific needs of the LEP students. Unfortunately, she has been assigned to teach two mainstream classes not serving program students which limits the time she can devote to the project. The Spanish-speaking resource teacher, who assumed her position in February 1985, is a tenured teacher at John F. Kennedy and has taught E.S.L. and Spanish for twelve years. Along with her responsibilities as resource teacher, she is involved with the school's foreign languages honor roll and bulletin board, and has translated materials into Spanish for the Committee on the Handicapped.

The Haitian resource teacher has been involved with the project since its beginning. Unfortunately, he has had health problems which have diminished his ability to serve program students.

The project staff also includes three paraprofessionals, each proficient in one of the target languages. They tutor students, hold pull-out classes when needed, and function as interpreters. The Spanish-speaking paraprofessional recently earned her M.A. degree in bilingual education from City College. The Italian-speaking paraprofessional teaches an advanced Italian course for six students who are interested in Italian poetry and literature. Additionally, she performs clerical work for the school's foreign languages department. The Haitian para-professional's involvement with the project remains unclear. Reportedly, he was not assigned to students' classes but rather performed clerical work for the school administration.

The functioning of the project at each site is influenced by the attitudes of the on-site staff, the support available from the central office, and the schools' attitudes toward the project and its students. All assistant principals interviewed agreed that for the project to function effectively, it had to be modified according to the existing structure and philosophy of each school.

The assistant principal at John F. Kennedy has made the project an integral part of the bilingual education department and, thus has made project implementation easier. Because the department uses a "tracking system" for its illiterate students, it has provided remedial work for those students in most need. At Christopher Columbus, the project is attempting to function under an uncooperative school administration that

does not believe in providing native language arts instruction nor bilingual content-area classes.

As stated, the project at Prospect Heights is overseen by three assistant principals; however, no one is directly responsible for its day-to-day functioning. A new acting principal, appointed in October, has been in contact with the Division of High Schools and another Haitian program in the area. He reported being eager to set up a "true bilingual program" to serve the LEP students and to educate mainstream faculty about their need for bilingual education.

IV. FINDINGS

The evaluation findings for the 1984-85 academic year include the results of student performance on standardized and teacher-made tests, an examination of program materials and records, site visits, and interviews with program personnel. The findings are presented by objectives, as proposed to and accepted by the Office of Bilingual Education and Minority Languages Affairs, U.S. Department of Education.

INSTRUCTIONAL COMPONENT

John F. Kennedy offers a variety of instructional programs, such as science honors, a dental program, the bilingual program, and a special tracking program for illiterate students. The bilingual program provides native language arts instruction and social studies, science, and math classes taught predominantly in Spanish with vocabulary presented in English. In addition, it offers several remediation courses for students in most need. According to program staff, it is a common practice to waive physical education requirements and other electives for project students, so they can spend their time learning basic skills. It was reported that most of the students need an extra year to acquire enough credits for graduation. Due to the special needs of these students, the COPE resource teacher is developing a curriculum for math fundamentals and has been instrumental in referring students for special education programs.

At Christopher Columbus, the instructional component consists of one level of Italian native language arts. No content-area classes are taught in Italian. The COPE resource teacher and an Italian-speaking

teacher each teach one section of Italian. According to the Italian teacher, students not only learn about language and culture in this class, but also acquire a sense of identity. According to the administration, bilingual content-area classes have not been formed due to the small number of students who might benefit from them.

At Prospect Heights, the program offered a social studies class taught in Creole. However, the paraprofessional was not assigned to these classes to provide direct services to program students. As previously discussed, native language arts classes at this site are offered in French (not the native language of many of the students).

STUDENT ACHIEVEMENT AND ATTENDANCE

English as a Second Language

Objective: As a result of participating in the program, students will demonstrate an appropriate increase in English language proficiency as indicated by mastering an average of one CREST objective per four weeks of treatment.

The assessment instrument used to evaluate this objective was the Criterion Referenced English Syntax Test* (CREST). The CREST was developed by the New York City Public Schools to measure mastery of the syntax skills presented in the E.S.L. curriculum. The CREST uses four items to measure each skill, and mastery is achieved when three of the four items are answered correctly. The test has three levels: beginning (1), intermedate (2), and advanced (3). Levels 1 and 2 each measure mastery of 25 skills, while Level 3 measures mastery of 15 skills.

The CREST was administered at the beginning and end of each semester. A mastery score to indicate gains was computed for each student by calculating the difference between pretest and posttest. The number of months of instruction between testings was computed for each student by multiplying the number of months between testings by the student's attendance rate. The number of skills mastered per month was calculated by dividing the mean mastery by the mean number of months of instruction between testings.

Table 4 presents the test results for all project students who were pretested and posttested with the same level. (Appendix A presents the

*Extensive information on CREST systax skills and psychometric properties are in the Technical Manual, New Yok City English as a Second Language Criterion Referenced English Syntax Test. Board of Education of the City of New York, Division of High Schools, 110 Livingston Street, Brooklyn, New York 11201.

CREST results for each school.) Of the 248 students who were reported to be taking E.S.L. classes (Levels 1, 2, and 3), complete data (levels, pretest score, and posttest score) were available for 166 students (66.9 percent) in the fall and 157 students (63.3 percent) in the spring.

Examination of Table 4 reveals that the proposed objective was met. Program students mastered an average of approximately 1.6 CREST objectives per month in the fall, and 1.4 CREST objectives per month in the spring.

TABLE 4

Results of the Criterion Referenced English Syntax Test
(All Program Students Pretested and Posttested on the Same Test Level)

Test Level	Number of Students	Pretest Mean	Pretest S.D.	Posttest Mean	Posttest S.D.	Master* Mean	Master* S.D.	Mean Mastery Per Month
				FALL				
1	101	8.0	5.6	12.8	6.8	4.8	3.8	1.7
2	53	10.3	6.6	14.9	7.1	4.5	3.4	1.7
3	12	6.7	3.4	9.5	3.3	2.8	1.5	1.0
TOTAL	166	8.6	5.9	13.2	6.8	4.6	3.6	1.6
				SPRING				
1	81	9.7	6.6	13.7	6.7	4.0	2.7	1.4
2	56	11.9	6.1	17.0	5.8	5.0	3.6	1.6
3	20	7.2	3.7	9.6	3.8	2.4	1.7	0.8
TOTAL	157	10.1	6.3	14.3	6.5	4.2	3.0	1.4

*Posttest minus pretest.

- On the average, students mastered more than one CREST objective per month in both semesters, thus meeting the program objective.
- Students tested at Level 3 had lower performance rates than those tested at lower levels, partly because mastery of objectives takes longer at that level.

Native Language Arts

Objective: Seventy-five percent of the program students will demonstrate a significant increase in their native language achievement as indicated by a teacher-made instrument.

The project proposed that this objective be assessed by a t-test on the difference between students' pre- and post-scores on a teacher-made instrument. As no such data were provided, the objective could not be assessed. However, passing rates for native language arts courses in Spanish and Italian were available and are presented in Table 5. Overall passing rates were high: 75 percent for Spanish-speaking students and 88 percent for Italian-speaking students.

TABLE 5

Passing Rates for Native Language Arts Courses

Native Language Arts	Fall		Spring		Total Overall Passing Rate
	Number of Students	Percent Passing	Number of Students	Percent Passing	
Spanish (J.F.K. High School)	101	76	146	73	75
Italian (Christopher Columbus)	59	90	34	85	88

[a] No data were provided for Prospect Heights High School.

.Overall passing rates were high for both language groups.

Mathematics, Science, and Social Studies

Objective: Seventy-five percent of the program students will achieve a passing grade in mathematics, science, and social studies as indicated by a results on teacher-made tests.

Table 6 presents the passing rates for program students by site in mathematics, science, and social studies courses each semester. A weighted average for the year was also computed.

Data in all three subject areas were available only for John F. Kennedy. Examination of Table 6 reveals that the program objective was achieved only in the spring at Christopher Columbus, where the passing rates for science and social studies courses were 76 and 79 percent, respectively. The lower passing rates at John F. Kennedy suggest that the objective was not realistic for this population.

TABLE 6

Passing Rates for Content-Area Courses

John F. Kennedy

Content Area	Fall Number of Students	Fall Percent Passing	Spring Number of Students	Spring Percent Passing	Total Overall Passing Rate
Mathematics	91	50	124	54	52
Science	35	60	33	60	60
Social Studies	52	54	93	56	55

Christopher Columbus

Content Area	Fall Number of Students	Fall Percent Passing	Spring Number of Students	Spring Percent Passing	Total Overall Passing Rate
Science	45	56	37	76	66
Social Studies	39	65	33	79	72

[a] No data were provided for Prospect Heights High School.

.The program objective was achieved only in the spring semester at Christopher Columbus High School in both science and social studies courses.

Affective Domain

Objective: The dropout rate of program students will be 10 to 15 percent less than the rate of mainstream students as indicated by school records.

Seventy-five percent of the program students will demonstrate an improvement in attitude toward their heritage.

Seventy-five percent of the program students will demonstrate an improvement in attitude toward school.

Dropout. Table 7 presents the dropout rate for the program and the school as a whole at Christopher Columbus and Prospect Heights High School. No dropout data were provided for the John F. Kennedy site. Examination of the table reveals that the program objective was achieved at the Christopher Columbus site where the dropout rate for the program was 10.6 points less than the rate for the mainstream.

A z-test* was performed to test whether the difference between program and mainstream dropout rates was statistically significant. The procedure tests whether the difference between a group rate and a standard rate (the rates of the total population) is greater than can be expected by chance variation. The test showed that the difference is significant for both sites at the .05 level. Thus, even though the program at Prospect Heights did not achieve the objective proposed, it achieved a dropout rate significantly lower than that of the school as a whole.

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*Bruning, J.L. and Kintz, B.L.; Computational Handbook of Statistics; Scott, Foresman, and Company, 1968.

TABLE 7

Dropout Rates for Program and Mainstream Students

	Program Dropout Rate	School Dropout Rate	Difference	Z
Prospect Heights	1.6	6.3	4.7	-2.1*
Christopher Columbus	.01	10.6	10.6	-2.7*

*Significant at .05 level.

Student Attitudes. Partial data were provided in these areas only for students at Christopher Columbus. In the spring, of 38 students tested, 94.7 percent obtained a passing grade in an instrument used to measure attitude toward the native culture. In the same semester, 97.4 percent of these students obtained a passing grade in an instrument used to measure attitude toward school. However, as pretest data were not provided, the objective could not be assessed as proposed.

Attendance. Although the project did not propose to evaluate student attendance, the attendance rates of both project and mainstream students were compared for descriptive purposes. Statistical significance between program and school attendance was determined through a z-test for the significance of a proportion. The z-test results are presented in Table 8. At each site, the attendance rates of the project students were significantly higher than the attendance rate of the school as a whole.

TABLE 8

Attendance Rates of Project and Mainstream Students

School	Attendance Rates		Difference	z-Value
	Program Students	Mainstream Students		
John F. Kennedy	89.7	82.6	7.2	2.30*
C. Columbus	91.9	73.0	18.9	3.34*
Prospect Heights	95.5	68.0	27.5	6.34*

*Significant at the .01 level.

NON-INSTRUCTIONAL COMPONENT

Curriculum and Materials Development

According to the coordinator, three bilingual curriculum developers, hired during the summer of 1984, completed the following curriculum: consumer education (Italian), global history I, II, and III (Spanish), and Haitian literature. As none of the sites offer courses in these areas, these materials can not be used for classroom instruction.

Project staff reported that existing curriculum is not appropriate for student needs and new materials need to be developed. As a result, all project staff translate materials on a day-to-day basis as needed. As stated previously, the Spanish resource teacher is developing curriculum for a fundamental math course which is greatly needed for project students at John F. Kennedy.

Staff members reported that no materials were ordered this year because they had not been informed about funds available for this purpose.

Parental and Community Involvement

Objective: Parents of program students will show a 10 to 15 percent higher attendance at school functions than mainstream parents.

Program staff are in constant contact with parents and are available to help in a variety of situations. Parents are informed about program and school activities, and of the progress of their children through phone contacts and letters.

The project proposed to hire parent trainers to implement an E.S.L. parent education program, maintain the parent advisory group, and contact parents. In the project's second year, the parent trainers had

not yet been hired. As a result, some of the resource teachers have taken on these additional responsibilities. The resource teacher at John F. Kennedy is in the process of organizing an E.S.L. class for parents. One parent is volunteering her time, helping a teacher while learning English. The resource teacher at Christopher Columbus expressed her disappointment in not having the time to run parent E.S.L. classes. The parental involvement objective could not be assessed since the necessary data were not provided.

Extracurricular Activities

According to project staff and the assistant principals at each site, a reduction in Title VII funding lowered the number of trips that students could take this year. Extracurricular activities at Christopher Columbus and John F. Kennedy included:

Christopher Columbus

- an Italian theater performance at Columbia University;
- a poetry contest at Fordham University (a program student won first prize);
- a newsletter featuring students' poems.

John F. Kennedy

- the New York University college fair;
- the Joyce Theatre-Feldham Ballet;
- the Symphony Space Theatre;
- a play in Spanish at Martin Luther King High School;
- a newsletter featuring students' work.

Supportive Services

An important contribution of the program is the provision of supportive services to the program students. Program staff are available to help students with academic and personal problems and when necessary they refer students to the school counselors or outside agencies. Both John F. Kennedy and Prospect Heights have guidance counselors who speak the students' native languages. Supportive services have been reduced at Christopher Columbus because the resource specialist has been assigned to non-program activities.

Staff Development

Objective: Ninety percent of program staff will demonstrate professional growth by completing courses of study as indicated by college transcripts and certificates.

Several workshops were held during the year; three on mainstreaming Haitians (at Prospect Heights), and three on the use of computers in the classroom and on teching conversational English (at Christopher Columbus). The resource teacher at Kennedy took a university course on administration and supervision. Two other staff members were planning to take university course in the summer. All the project sites were also in contact with the Division of High Schools, which helped the on-site staff implement program activities more effectively.

V. CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

In its second year of operation, the project continues to experience difficulties in implementation. This appears to be the direct result of the lack of a full-time director to oversee the project and serve as liaison between the project and each school. Consequently, each school has interpreted the project's guidelines to fit its own philosophy. Prospect Heights seems to be the only site planning major changes to benefit the program students.

None of the schools have offered career development or occupational training to program students. In addition, staff development and training were non-existent. The major strength of the project is the on-site staff who deserve praise for being able to provide services to the students despite the difficulties they confront. The resource specialists (Spanish and Italian) not only perform their own jobs effectively but have taken on additional tasks which would normally be the responsibility of the director and parent trainers.

RECOMMENDATIONS

It is essential that the Division of High Schools make certain considerations prior to designing and implementing a program such as COPE at a potential site. A clear understanding of the school's needs, philosophy, administrative support, and resources for program implementation is necessary to prevent the complications that have existed with the project, particularly at Christopher Columbus.

It is necessary to enter into more formal agreements with schools which elect to participate in centrally-administered multisite programs. These supplementary projects can generally function effectively in a school that has a relatively developed bilingual program. It is unrealistic to attempt developing one through the efforts of these programs alone.

If these programs are to develop, the director needs to play an active leadership role, disseminating information about the project, providing training and support to on-site staff, and formalizing policy which may then be implemented through the collaboration of school administrators. This implies that the project director must visit the sites more often to spend sufficient time communicating with school administrators and project staff.

In addition, staff members' roles and responsibilities should be clearly defined to allow the staff to focus on their areas of expertise. At the present time, the resource staff have taken on the responsibilities of the project director and part-time parent trainer. Curriculum developers, too, need to have contact with program staff to ensure that developed materials are appropriate for program sites and students' needs. It might be more beneficial to hire these curriculum developers during the school year instead of during the summer, so they can work together with program staff.

The following recommendations apply to all three program sites:

-- The coordinator should inform personnel at all sites about available resources, such as funds for materials and educational trips.

-- Resource teachers should be freed from teaching responsibilities which conflict with funding agreements. The project should clarify for each school administration at the outset of the project, the resource teachers' responsibilities and assignments.

-- The coordinator should work with each school site to plan and offer bilingual content-area classes for program students as needed.

-- Staff development activities should be implemented as proposed, and should include members of each school's administration to encourage interdisciplinary and interdepartmental cooperation and support.

-- Career development, being a major component of the program, needs to be incorporated more systematically within program activities and classes.

-- The program at Christopher Columbus needs a separate resource room for staff and students.

-- Systematic documentation of program activities is needed in general, but particularly at Prospect Heights.

VI. APPENDICES

APPENDIX A

Results of the Criterion Referenced English Syntax Test
(Program Students Prettested and Posttested on the Same Test Level)
Prospect Heights High School

Test Level	Number of Students	PRETEST Mean	PRETEST S.D.	POSTTEST Mean	POSTTEST S.D.	MASTERY* Mean	MASTERY* S.D.	Mean Mastery Per Month
				FALL				
1	23	10.4	6.5	16.4	6.3	6.0	4.1	2.3
2	21	12.2	7.8	17.6	7.3	5.3	4.3	2.0
3	3	8.7	2.1	10.7	1.5	2.0	1.7	0.8
TOTAL	47	11.1	7.0	16.6	6.7	5.5	4.1	2.1
				SPRING				
1	14	8.7	6.1	14.1	6.7	5.4	2.1	1.6
2	21	12.7	7.2	18.5	6.7	5.8	4.4	1.6
3	7	10.6	2.8	12.6	3.1	2.0	1.8	0.6
TOTAL	42	11.0	6.4	16.0	6.6	5.0	3.7	1.4

*Posttest minus pretest.

Results of the Criterion Referenced English Syntax Test
(Program Students Prettested and Posttested on the Same Test Level)
John F. Kennedy High School

Test Level	Number of Students	PRETEST Mean	PRETEST S.D.	POSTTEST Mean	POSTTEST S.D.	MASTERY* Mean	MASTERY* S.D.	Mean Mastery Per Month
				FALL				
1	76	7.1	5.1	11.5	6.6	4.4	3.7	1.5
2	31	8.9	5.4	13.0	6.5	4.0	2.7	1.5
3	8	5.6	3.6	8.6	3.7	3.0	1.5	1.1
TOTAL	115	7.5	5.2	11.7	6.5	4.2	3.3	1.5
				SPRING				
1	66	9.7	6.7	13.5	6.8	3.8	2.7	1.4
2	34	11.2	5.4	15.9	4.9	4.6	3.0	1.6
3	13	5.4	2.9	8.1	3.3	2.7	1.7	1.0
TOTAL	113	9.7	6.2	13.6	6.3	3.9	2.8	1.4

*Posttest minus pretest.